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ABSTRACT

This final report describes activities and accomplishments of a federally supported project at Utah State University to prepare 77 early intervention and preschool special education personnel. The project's three strands proposed to improve the existing early childhood special education certification program by preparing special educators to work collaboratively with regular educators in inclusive settings. The preservice preparation included a core of special education courses, practica in inclusive settings, and specific transdisciplinary preparation and experience. The project also supported recruitment of students from rural areas and from culturally and linguistically diverse backgrounds, and students with disabilities, all currently underrepresented in the preservice teaching force. The project had four major and significant outcomes: (1) it addressed the shortage of personnel qualified in Utah to serve young children and their families; (2) it improved the quality of preservice preparation for both special and regular educators through its transdisciplinary emphasis; (3) it offered intensive training to students in positions (e.g., Head Start) that have not historically required this preparation; and (4) it provided Utah with a model of interdepartmental collaboration. (DB)

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Training Personnel for the Education of Individuals with Disabilities Program
Grants for Preservice Personnel Training (CFDA 84.029G)

U.S. Department of Education
Office of Special Education and Rehabilitative Services

Final Report:
A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

Project Award Number: H029G970225

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Project Period:
January 1, 1998-December 31, 2001

Prepared by:

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Training Personnel for the Education of Individuals with Disabilities Program
Grants for Preservice Personnel Training (CFDA 84.029G)
Component (3) Training Early Intervention and Preschool Personnel

A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

Abstract

This Project addressed the critical need to prepare early intervention and preschool special education personnel in Utah and to improve the quality of their preparation. Its purpose was to prepare 77 students. Seventy four received support from the Project. Of these, 35 graduated, 32 are currently enrolled, 3 dropped or changed programs, and 4 are inactive. An additional ten students who received no financial support have graduated. Thus, the Project's preparation goal has been met.

The Project's three strands were intended to improve the quality of the existing early childhood special education certification program by specifically preparing preservice special educators to work collaboratively with "regular" educators in inclusive settings. Project Strand 1 proposed to prepare 50 certified early childhood special educators whose credentials permit them to serve families and young children with disabilities aged birth to 5. Strand 2 proposed to develop a minor field of study in early childhood special education to prepare 15 child development graduates, who without benefit of specific preparation to serve young children with disabilities and their families currently qualify (a) for hiring in Utah's Part C system and (b) for positions that serve young children with disabilities enrolled in Head Start. Strand 3 proposed to prepare 12 dual majors--students with teaching certificates in both early childhood (kindergarten through grade 3) and early childhood special education. These graduates also qualified for early intervention (Part C program) credentials. The degrees and/or credentials resulting from each strand qualified graduates for positions, albeit different positions, that serve young children with disabilities and their families.

The Project supported preservice preparation that included a core of special education courses, practica in inclusive settings and specific transdisciplinary preparation and experience. Supervisory transdisciplinary faculty represented disciplines including special education, family and human development, speech and language pathology, occupational therapy, and early childhood, and included a family member of children with disabilities.

The Project supported recruitment of students from rural areas and students from culturally and linguistically diverse backgrounds, who are underrepresented in Utah's teaching force. Of students receiving support, 11% have diverse backgrounds. Four have disabilities and four are members of Native American or Hispanic cultures. Forty residing in rural areas enrolled through distance education.

The Project had four major and significant outcomes: (1) It addressed the shortage of personnel qualified in Utah to serve young children with disabilities and families. (2) It improved the quality of preservice preparation for both special education and "regular" early childhood personnel by modeling transdisciplinary practice and providing transdisciplinary experience. (3) It offered intensive training through the minor field of study to students who may serve young children with disabilities and their families in positions (e.g. Head Start) that have not historically required this preparation.(4) It provided Utah with a model of interdepartmental collaboration to prepare special education and early childhood teachers to serve all children and families.

Summary of Accomplishments

The project was successful in accomplishing its overall purpose–to prepare 77 students qualified to serve young children with disabilities and their families. At the time of this writing, 33 students who received support from the project are known to have been employed subsequent to graduation, the status of 3 is not known, and 32 are currently enrolled and progressing satisfactorily toward program completion. Because the Project permitted courses to be offered not only to students who received financial support but also to others, 10 additional students graduated and are employed. Thus, the goal to prepare 77 students will be met.

There were some differences between expected and actual outcomes with regard to the credentials students attained. While more than the expected 50 students are or will be certified as early childhood special educators, only 1 of the anticipated 15 students has elected to complete a minor in early childhood special education. Also, while only two students elected to complete a dual major in early childhood/early childhood special education, 20 elected to complete dual certification by adding a second special education area (severe or mild moderate).

The Project was successful in attracting students from diverse cultures. Four Project-supported students have disabilities and four are from diverse (Native American and Hispanic) cultures. The Project was also successful in reaching students in rural and remote areas of the state. Forty Project-supported students enrolled though distance education, allowing them to remain in their communities while enrolled in the program and, in most cases, to serve students with disabilities in some capacity.

The Project was successful in developing and implementing a transdisciplinary seminar and practicum in which instructors from two disciplines and the parent of a child with a disability co-instructed the course and students from three disciplines constituted teams to address the needs of children in a practicum situation. Moreover, instructors Barbara Fiechtl of the

Department of Special Education and Rehabilitation and Farol Nelson of the Department of Family and Human Development will continue to teach the course although the Project is completed.

Students found the transdisciplinary course valuable. The mean ratings assigned by the 51 students who participated during 2000 and 2001 compare favorably with those of all courses offered in the Department. For the 2000 and 2001 years, respectively, the means for course quality were 4.4 and 4.5 on a 6 point scale and for instructor's effectiveness, 4.8 and 4.7.

Accomplishment of Objectives

Table 1 shows the Project objectives and describes the activities undertaken to accomplish them.

Table 1. Timeline: Objectives, Activities, Responsible Personnel and Completion Dates

Objectives	Activities	Responsible Persons	Completion Dates
1.0 Recruit at least 50 early childhood special education students, 15 students to complete minor fields of study, and 12 dual majors, emphasizing stable residents of rural areas and those from ethnically and linguistically diverse cultures	1.1 Produce written materials for dissemination (brochures, fliers, posters, newsletter ads)	Rule, Fiechtl, Panter	1/30/98
	1.2 Mail brochures, fliers to: education advisers at regional two year colleges; school districts; High School College Relations for use in recruitment fairs; Summer Orientation Advisement and Registration for inclusion in packets	Panter	2/07/98
	1.3 Place ads in regional newsletters (school districts, Utah Association for the Education of Young Children, Council for Exceptional Children)	Fiechtl, Rule, Panter	4/1999
	1.4 Select currently enrolled students to attend recruitment fairs with High School/College Relations Personnel	Fiechtl	9/1999

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Objectives	Activities	Responsible Persons	Completion Dates
	1.5 Participate in recruitment fairs at high schools in rural districts and those with high enrollment of students from diverse cultural and linguistic backgrounds	Deer, Richards	12/1999
	1.6 Display poster at Summer Orientation and Advisement meet, Education Week, Utah Education Association	Fiechtl	7/2001
2.0 Develop content and instructional procedures for seminar on collaboration and teaming and practicum supervision procedures for transdisciplinary faculty team	2.1 Adopt procedures for development, review and approval of content, instructional methods, and supervisory procedures	Fiechtl, Cox, Nelson, Price, Johnson	12/2001
	2.2 Finalize competencies	Transdisciplinary team (Fiechtl, Lindauer, Nelson, Rowland, Cox, Price, OTs)	2/1/98
	2.3 Develop seminar content, methods, evaluation criteria	Transdisciplinary team	3/31/98
	2.4 Develop practicum procedures including schedule of practica, procedures for assignment of student teams, and evaluation of individual and team performance	Fiechtl, Nelson	3/31/98
	2.5 Submit proposal to evaluator for review	Rule	12/1999
	2.6 Obtain approval of Departments, Colleges, and University Committees	Rule	5/31/1998
	2.7 Field test initial seminar and practica	Transdisciplinary team	5/31/1997
	2.8 Evaluate results, revise, deliver seminar and practicum	Transdisciplinary Team	5/31/2000
3.0 Obtain institutional approval for minor field of study in early childhood special education for human development majors	3.1 Present proposal to Departments of Special Education and Human Development	Rule, Fiechtl Lindauer	2/1/1998

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Objectives	Activities	Responsible Persons	Completion Dates
	3.2 Present proposal to College Deans	Department Heads	3/1998
	3.3 Present proposal to Teacher Education Council, Educational Policy Committee, and Faculty Senate	Rule, Fiechtl	3/1998
	3.4 Obtain Regents' approval	provost	4/1998
4.0 Advise and support students in completing programs of study	4.1 Assign faculty advisor to initiate program planning	Department Head	Within five days of student's admission
	4.2 Provide students with written materials on performance competencies and procedures for evaluation	Fiechtl, Nelson, Rowland, Deer, Peck	First week of each term
	4.3 Meet at least each term to review progress, adjust program if necessary	Fiechtl, Rule, Rowland, Peck, Deer, Nelson	Each semester 12/2001
	4.4 Refer students needing support to Disability Resource Center, Multicultural Student Center, Student Support Services, Writing Center	Fiechtl, Peck, Nelson	As needed, 12/2001
	4.5 Participate in SOAR (Summer Orientation Advisement and Registration) to provide preadvisement and program planing and to recruit students	Fiechtl, Peterson	July, annually 7/2001
	4.6 Make job announcements available to students, prepare references and application information, refer to Placement Office for support in preparing resumes	Fiechtl	Annually 12/31/2001
5.0 Deliver program leading to degrees and certificates	5.1 Deliver courses as scheduled	Assigned faculty	Each semester
	5.2 Review practicum and student teacher placements and assign students to assure diverse experiences	Fiechtl, Peck, Rowland, Deer, Nelson, Cox, Price, Johnson	Each semester 12/2001

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Objectives	Activities	Responsible Persons	Completion Dates
	5.3 Evaluate practicum placements based on students' demonstrations of competence	Fiechtl, Cox, Nelson, Price, Johnson, Peck, Rowland, Deer	Each semester 12/2001
	5.4 Revise content, instruction, and supervision as warranted by evaluation results	Assigned faulty	Each semester 12/2001
	5.5 Attend faculty training sessions at Education Resource and Technology Center to enhance instructional procedures	All faculty	12/2001
	5.6 Modify program as needed to conform to State Certification requirements	Rule, Fiechtl	October, 1997
6.0 Evaluate courses, practica; revise content and methods based on evaluation results	6.1 Conduct student evaluations per University procedures and communicate results to faculty	Department Heads	Each semester 12/2001
	6.2 Administer course-specific instruments in early childhood special education courses and collaboration courses, analyze results	Fiechtl, Rule, Rowland, Panter	Each semester 12/2001
	6.3 Obtain evaluations of practica from supervising teachers and host families	Fiechtl, Cox, Price, Johnson	Each semester 12/2001
	6.4 Conduct focus groups with graduating seniors, analyze results	Fiechtl, Rule, Panter	5/31/98 and annually
	6.5 Conduct follow-up evaluations of graduates using College and Project-specific instruments, analyze data	Associate Dean, Rule, Panter	6/1/98 and bi-annually
	6.6 Conduct follow-up survey of employers, analyze data	Rule, Fiechtl, Panter	6/30/99 6/30/2000
	6.7 Present results to evaluator for review and feedback	Rule, Fiechtl	12/1999
	6.8 Obtain expert review of Project results after Year One modifications	Rule	2/2000

Objectives	Activities	Responsible Persons	Completion Dates
7.0 Evaluate the process and results of Project and programs using multiple methods	7.1 Review progress toward completion of activities and objectives, modify allocation of resources as necessary to complete activities per limits	Rule, Fiechtl, Rowland	12/31/2001
	7.2 Review expenditures and make adjustments as necessary	Rule	12/31/2001
	7.3 Analyze results of evaluation by students, graduates, employers, Review Committee, and expert	Rule	12/31/2001
	7.4 Convene Project faculty and identify modifications based on evaluations	Rule, Fiechtl, Nelson, Price, Rowland, Peck, Cox	quarterly through 2000
	7.5 Participate in program review by Department of Health Baby Watch (Part C) program	Fiechtl, Cox, Rowland	4/1997
	7.6 Participate in Program Review by State Office; make modifications as necessary	Rule, Fiechtl, Rowland	11/2001

Project Evaluation

Table 2, beginning on the next page, shows the plan of evaluation. A discussion of the results associated with each evaluation question follows the table.

Table 2. Evaluation Plan

	Evaluation Questions	Methodology	Source	Completion Dates
1	Adequacy of recruitment activities	Enrollment figures, student demographics, review of proposed project recruitment plan	Department enrollment report, project faculty	Annually through 12/2001
2,3	Student mastery and satisfaction: Adequacy and appropriateness of course content	Peer review, student program and course evaluations, competency statement match to course syllabi	Departmental faculty, program students, project faculty, Project Advisory Committee, expert evaluator	Annually (student program evaluations, peer review); 2/2000 (expert evaluator); Each semester (student course evaluations, project faculty) through 12/2001
2,3	Student mastery and satisfaction: Relevance and importance of student performance competencies	Peer review, student course evaluations, expert review and critique, direct observations	Project faculty, program students, Project Advisory Committee, expert evaluator	Annually (faculty review); Quarterly (Early childhood Committee); February, 2000 (expert review);Each semester (course evaluation and direct observation); Annually (student focus group and survey) through 12/2001
2,3, 6	Student mastery and satisfaction: Adequacy of practica and internship experiences with particular attention to correspondence with coursework	Student course evaluations, site visits, direct observations, cooperating teacher and host family evaluations	Program students, project faculty, cooperating supervisors, host families	Annually (program evaluation– student survey & focus group); each semester (student and supervisor observations; practicum evaluation) through 12/2001
2,6	Student performance in coursework, practica, and internships	Written exams, direct observations, cooperating supervisor ratings, portfolio examinations	Program students, project faculty, cooperating supervisors, departmental faculty, host families	Each semester through 12/2001
2,3	Adequacy of practica and internship sites and cooperating supervisors	Direct observation, cooperating supervisor ratings, host family ratings, questionnaire	Project faculty, cooperating supervisors, district/agency administrators, host families, program students	Each semester (student and supervisor practicum ratings, direct observation); Annually (program evaluation questionnaire & student survey) through 12/2001

	Evaluation Questions	Methodology	Source	Completion Dates
2,5, 6,8	Student's ability to apply practices in actual settings and association with children's learning	Direct observation, self evaluation, child progress data, supervising teacher and host family ratings, follow-up survey	Project faulty, program students, cooperating supervisors, district/agency administrators, parents of students with disabilities	Each semester (direct observation); Bi-annually (employer and graduate follow-up surveys) through 12/2001
3,8	Course faculty preparedness, presentation, style, and adequacy of supervision in practica and internships	Student course evaluations, follow-up survey	Department faculty, program students, program graduates	Each semester (student evaluation); Bi-annually (follow-up) through 12/2001
4	Number of students eligible for certification	Departmental student records	Program graduates, project files	Each semester through 12/2001
4	Number of students employed (type of position and agency)	Questionnaire	Program graduates	Annually through 12/2001
7	Competence of program graduates	Follow-up questionnaire	Employing district/agency administrators, host families, classroom teachers	Bi-annually (follow-up questionnaire)
7,8	Overall impact of training program	Summary of all data collected, follow-up questionnaire	All sources above, employing district/ agency administrators, consumers (parents of students with disabilities), regular classroom teachers	12/2001

Recruitment. The outcome data indicating the Project's success in recruitment have already been described.

Number of students eligible for certification, graduating, and employed. As described, the Project was successful in preparing students as certified early childhood special educators. Thirty three who received financial support graduated and were employed as were 10 who did not receive support. Thirty two are currently enrolled and nearing graduation. Four students are currently inactive and three changed programs.

Student mastery and ability to apply information to practice, competence of graduates. In each course, instructors evaluated students' mastery of content and ability to apply information to practice. Cooperating teachers participated in the evaluation of students' ability to apply information as observed in practicum and student teaching experiences.

Employers evaluated graduates' ability to apply information to practice. An area in which some employers felt additional preparation would be helpful was IEP development and legal issues.

Student satisfaction and instructor preparedness. Process evaluation–the adequacy of each course and the program as a whole-- was conducted using multiple measures that included: (a) students' evaluation of each course, (b) annual focus groups composed of graduating students who addressed program strengths and need for improvement, and (c) annual program evaluation surveys completed by students. The Early Childhood Special Education Committee, comprised of program faculty and instructors, met regularly to evaluate the conduct of courses and to determine ways to implement the recommendations for program improvement that emerged from the students' and employers' evaluations. Also, an external evaluator conducted an independent evaluation in the spring semester of 2000.

Results of the annual program evaluation surveys completed by graduating students are shown in Tables 3 and 4. These correspond respectively to the program of studies offered under the quarter and semester systems. Because the University changed from quarters to semesters , the 1999 year is shown in both tables, as students evaluated the program using the form that best corresponded to the courses in which they were enrolled.

Table 3. Early Childhood Special Education Program Evaluation, 1998 - 1999

COURSE		MEAN RATING OF COURSE CONTENT Scale: 5=Essential, 4=Quite important, 3=Moderately important, 2=Minimally important, 1=Not important			
		1998		1999	
CORE COURSES		n	$\bar{X}$	n	$\bar{X}$
SPED 501	Intervention Strategies for Academic and Social Behaviors of the Handicapped	4	3.75	2	3.50
SPED 502	Assessment of Students with Handicaps	4	4.25	2	3.00
SPED 504	Introduction to Effective Instructional Procedures	4	3.50	1	3.00
SPED 505	Applied Behavior Analysis in Education	4	4.00	3	3.67
SPED 506	Consulting with Parents and Teachers	6	3.83	3	4.33
SPED 507	Policies and Procedures in Special Education	4	4.75	3	4.67
SPED 508	Remediating Behavior Problems and Social Deficits	4	4.00	2	3.00
SEVERE COURSES					
SPED 551	Curriculum for Students with Severe Handicaps	4	4.25	0	--
SPED 557	Adaptive Equipment and Communication Technology	4	4.25	2	4.50
SPED 561	Practicum: Introduction to Instruction of Students with Severe Handicaps	4	4.75	0	--
SPED 563	Practicum: Advanced Systematic Instruction of Students with Severe Handicaps	4	4.25	0	--
EARLY CHILDHOOD COURSES					
SPED 574	Methods and Materials for Educating the Preschool Child with Handicaps	4	5.00	3	5.00
SPED 576	Teaching Infants and Young Children with Handicaps	4	4.75	3	5.00
SPED 578	Teaching the Young Child with Handicaps in the Least Restrictive Environment	4	4.75	3	4.67
SPED 584	Practicum: Least Restrictive Environment	4	5.00	3	5.00
SPED 586	Practicum with Infants and Families	2	4.50	3	4.33
EMPHASIS AREA					

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COURSE		MEAN RATING OF COURSE CONTENT Scale: 5=Essential, 4=Quite important, 3=Moderately important, 2=Minimally important, 1=Not important			
FHD 250	Seminar in Early Childhood Education	4	4.00	3	4.00
FHD 252	Practicum in Early Childhood Education	4	4.25	3	5.00
FHD 378	Understanding Infants	0	--	0	–
OR					
FHD 379	Children Two to Five	4	3.50	3	4.33
FHD/PSY 300	Child Abuse and Neglect	4	4.00	3	4.33
COMD 270	Language, Hearing and Speech Development	4	4.25	3	4.33

Table 4. Early Childhood Special Education Program Evaluation, 1999 - 2001

COURSE		MEAN RATING OF COURSE CONTENT Scale: 5=Essential, 4=Quite important, 3=Moderately important, 2=Minimally important, 1=Not important					
		1999		2000		2001	
CORE COURSES		n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
SPED 5010	Behavioral Assessment and Data-Based Decision Making	2	5.00	4	5.00	6	5.00
SPED 5040	Foundations of Effective Assessment and Instructional Practices	2	3.00	4	3.75	6	3.75
SPED 5050	Applied Behavior Analysis and Remediation of Social Skill Deficits	2	5.00	4	5.00	6	5.00
SPED 5060	Consulting with Parents and Teachers	2	3.50	4	4.50	6	4.50
SPED 5070	Policies and Procedures in Special Education	2	5.00	4	5.00	6	5.00
SEVERE COURSES							
SPED 5510	Curriculum for Students with Severe Disabilities	1	5.00	3	5.00	4	5.00

COURSE		MEAN RATING OF COURSE CONTENT Scale: 5=Essential, 4=Quite important, 3=Moderately important, 2=Minimally important, 1=Not important					
SPED 5530	Assistive and Adaptive Technology for Persons with Disabilities	1	4.00	4	4.75	5	4.75
SPED 5600	Practicum: Introduction to Instruction of Students with Severe Disabilities	1	5.00	3	5.00	3	5.00
EARLY CHILDHOOD COURSES							
SPED 5730/6260	Intervention Strategies for Young Children with Disabilities	1	5.00	4	5.00	6	5.00
SPED 5710	Young Children with Disabilities: Characteristics and Services	2	4.50	4	5.00	6	5.00
SPED 5810	Seminars and Field Experience with Infants and Families	2	4.50	4	5.00	6	5.00
SPED 5820	Preschool Practicum with Young Children with Disabilities in Community Environments	2	5.00	4	4.75	6	4.75
SPED 5830	Seminar: Working in Teams	1	2.00	3	4.67	5	4.67
SPED 5200	Student Teaching in Special Education	1	5.00	4	5.00	6	5.00
EMPHASIS AREA							
FHD 1150	Human Development Across the Lifespan	1	5.00	3	4.67	6	4.67
FHD 2250	Seminar in Early Childhood Education	1	5.00	3	4.67	6	4.67
COMD 2500	Language, Speech, and Hearing Development	1	5.00	4	5.00	6	5.00
FHD 3510	Infancy and Early Childhood	1	5.00	3	4.67	6	4.67
FHD/PSY 3120	Abuse and Neglect	1	5.00	4	4.75	6	4.75
PROFESSIONAL COURSES							
ELED 3000	Foundation Studies and Practicum in Teaching and Classroom Management	1	5.00	4	4.75	6	4.75
PSY 3660	Educational Psychology for Teachers	2	3.50	4	4.75	6	4.75
SPED 4000	Education of Exceptional Individuals	2	4.50	4	4.75	6	4.75

COURSE		MEAN RATING OF COURSE CONTENT Scale: 5=Essential, 4=Quite important, 3=Moderately important, 2=Minimally important, 1=Not important					
INST 4010	Principles and Practices of Technology for Teachers	2	3.00	4	4.50	6	4.50

Results from the focus groups were rather consistent over the four years. Students expressed the opinion that courses taught within the Department, especially those taught by Barbara Fiechtl, were rigorous, valuable, and important in preparing them to teach. Students' suggestions that some core courses should include additional content pertinent to young children were communicated to instructors. The most valuable out-of-department courses were felt to be those that addressed language development and those that included early childhood practica. Some courses that addressed theory were felt to be redundant. Based upon students' suggestion, changes were made in course sequencing and, insofar as was possible, in student teaching and practicum arrangements.

The independent evaluator (Nancy Peterson) observed program classes, interviewed currently-enrolled students and graduates, and met with faculty. Among her observations about positive aspects of the program were that: (a) students were satisfied with the program, (b) students reported faculty to be attentive and helpful, (c) the technology support for distance education was excellent, (d) graduates felt that the program prepared them well for the classroom and (e) there was excellent articulation between coursework and field experiences. Her suggestions for changes to be considered were that (a) students sometimes found the amount of reading to be overwhelming, (b) external funding and partnerships with other institutions may be necessary to increase student diversity, and (c) partnerships with local education agencies to support paraeducators who enroll as teachers might be considered as a way to assist students after the federal grant is completed.

Overall program impact. The Project met its goal to improve the quality of preparation of early childhood special educators by (a) supporting transdisciplinary teaming by faculty from different disciplines with parents of young children with disabilities, (b) giving students from early childhood, speech and language pathology, and early childhood special education supervised experience in serving young children in teams, and (c) offering quality coursework and field experiences. Multiple measures were used to address quality and all indicated that students were well prepared to be classroom teachers. The Project also met the goal to prepare 77 graduates (counting those enrolled who will graduate this year). Although the demand for early childhood special educators continues to exceed the supply in Utah, the Project provided the financial support necessary for students from diverse cultures and those geographically dispersed throughout the state to complete the certification program.

Dissemination

Project personnel were active in disseminating information about personnel preparation and program evaluation practices associated with the Project. At the national level, this occurred through presentations at professional meetings. These are listed below:

Rowland, C. & Fiechtl, B. (2000, December). **Early childhood in this millennium: The use of videoconferencing to supervise personnel**. Paper presented at the Division for Early Childhood Conference, Albuquerque, New Mexico.

Olsen, S. & Fiechtl, B. (2000, December). **Natural environment, assessment and teaming - It should all FIT**! Paper presented at the Division for Early Childhood Conference, Albuquerque, NM.

Rule, S. & Fiechtl, B. (2000, November). **Issues for instructors: The WEB in course delivery and support**. Paper presented at the Teacher Education Division Conference, Las Vegas, NV.

Rowland, C. & Fiechtl, B. (1999, December). **The 21st century: Vision or nightmare for preparing personnel at a distance?** Paper presented at the Division for Early Childhood Conference, Washington, D.C.

Fiechtl, B. & Rule, S. (1999, November). **In synch with societal change: Program evaluation to improve teacher preparation**. Paper presented at the Teacher Education Division Conference, Palm Springs, CA.

Fiechtl, B. & Nelson, F. (1998, December). **Teaming at the preservice level: Learning process with content**. Paper presented at the Division for Early Childhood Conference, Chicago, Illinois.

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